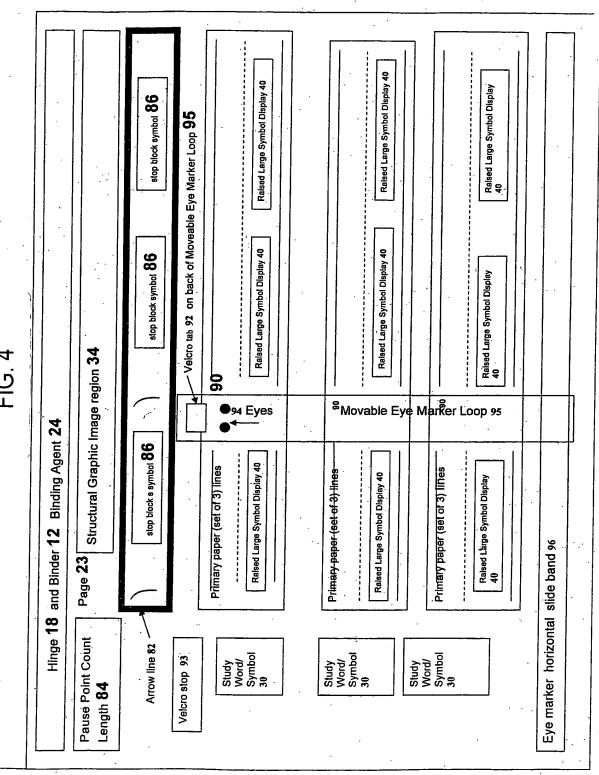


		ase 80				pper			er case ler 80
		Raised upper case alphabet letter 80		Raised upper case alphabet letter 80		Raised-upper - case alphabet letter 80			Raised upper case alphabet letter 80
		Raised upper case alphabet letter 80		Raised upper case alphabet letter 80		r Raised upper case alphabet			Ralsed upper case alphabet letter 80
			-	Raise		- Raised upper-case alphabet letter 80			
		Raised upper case alphabel letter 80		Raised upper case alphabet letter 80		Raised-upper F case alphabet case alphabet helphabet case alphabet helphabet help			Ralsed upper case alphabet lelter 80
	Hin	ige 18	an	d Binder 1	2			<u> ' </u>	
· · .	Sight line 90A	pper case letter 80	Sight line 90B	Raised upper case alphabet letter 80		pper case			ised upper case habet letter 80
	Sight line 90A	Raisec	./		92	Raised upper case alphabet letter 80	υ		Ralsed upper case alphabet letter 80
	Sight line 90A	Raisec	./	Raised upper case aphabet alphabet letter 80 letter 80	sight line		sight line		
	Sight line 90A	Raisec	./	Raised upper case alphabet letter 80	06 sal	Raised upper case Raised upper case alphabet letter 80 alphabet letter 80	lines 90 sight line		
	Sight line 90A	Raisec	Primary paper blue (set of 3) blue lines 90 sight line Sight line 90B		06	Raised upper case alphabet letter 80	Primary paper (set of 3) blue lines 90 sight line		9



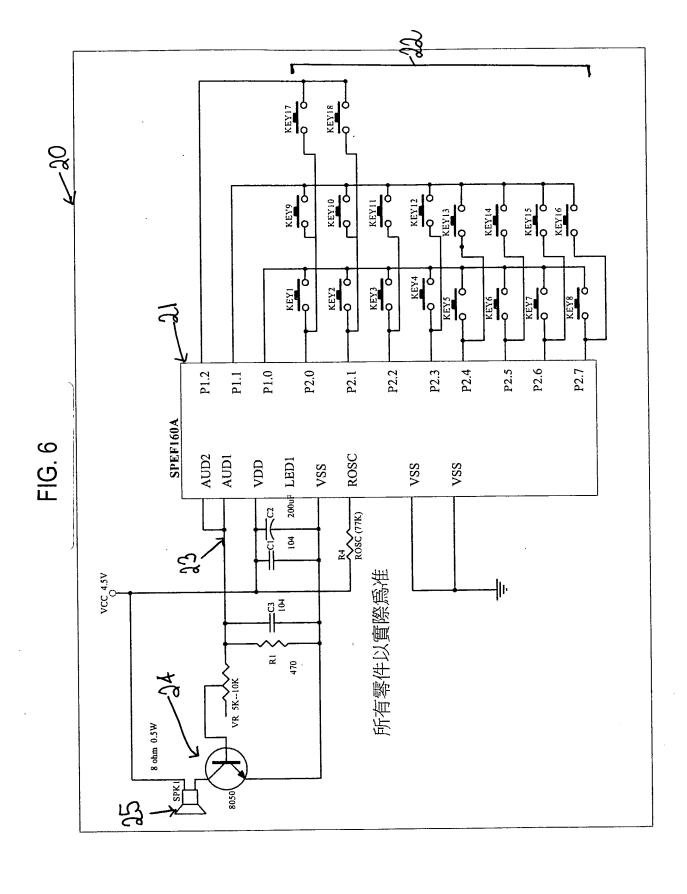
[104] Push/activate sound button 64 associated with study word 30

[106] All data (found in regions 40, 42, 44, 46, 48) associated with study word 30 is recalled from sound chip memory storage unit 68

[108] Data associated with study word 30 is transmitted to tone generator 70.

[110] Generator 70 tones the recalled information

[112] Speaker 72 plays tones generated, which sequentially provide the information in step 1 of instruction region 32: the study word 30, its pronunciation(s) 42, its definition 44, its spelling 46, and its sounds like pronunciations(s) 48 are sounded and heard by student S and teacher T



Start [100]

[102] Teacher (T) Reads and follows instructions in push button region 50 + instruction region 32 on right side 28 of page 22

[104] Push/activate sound button 64 associated with study word 30

[114] Student (S) views 3-dimensional graphic image 34, word 40, pronunciation(s) 42, definition 44, spelling 46, and the sounds like pronunciation(s) 48 as speaker 72 sounds the recalled information from memory

[116] 1st part of step #1 of instruction region 32. T starts to read the instructions in step 1 of instruction region 32, saying the study word 30, pointing to and touching the large letter display 40. S views page 22 and touches the raised letters in large letter display 40

[118] 2nd part of step #1 of instruction area 32. T verbalizes pronunciation region 42 of the study word 30. S listens and repeats the sounds

[120] 3rd part of step #1 of instruction area 32. T points to and reads the definition 44. S listens and looks at page 22

[122] 4th part of step #1 of instruction area 32. T points to spelling region 46 and spells the word. S touches the letters of spelling region 46 and repeats the sounds of the letters of the study word 30

[124] 5th part of step #1 of instruction area 32. T points to the sounds like pronunciation region 48 and verbalizes all of the pronunciation(s) of the study word 30. S listens and repeats the sounds

[126] Step #2 of instruction region 32. T reads the sentence 52 describing the graphic image region 34. S looks at graphic image region 34 and sees self as the image character 36 doing the action

[128] Step #3 in instruction area 32. T reads the query 54 about the use of the definition 44 of the study word 30 in the sentence 52

(A)

[130] Step #4 in instruction region 32. T waits for the S to answer 55 the question 54. The answer 55 is written in step 4. T explains the answer to S if S gives an incorrect answer

[132] 1st part of step #5 in instruction area 32. S creates five sentences of his own 56 that correctly use the definition 44 of study word 30

[134] 2nd part of step #5 in instruction area 32. T queries S about the correct use of the definition 44 in each of his sentences 56. S explains how the definition 44 is expressed in his sentences 56

[136] 1st part of step #6 of the instruction area 32. S pushes sound button 64 for the study word 30. S listens, and points to and touches the large letter display 40, the pronunciation 42, the definition 44, the spelling 46, and the sounds like pronunciation 48 as the recalled tones 68, 70 play through the speaker 72

[138] 2nd part of step #6 of instruction area 32. S sweeps his hand across page 22 He points to and says the information in region 44. He points to, touches and says the information in region 46. He says the information in region 48

[140] 1st part of step #7 of instruction area 32. S creates above and in front of him a mind's eye image 58 of the spelling region 46

[142] 2nd part of step #7 of instruction area 32. S points to each letter of his mind's eye image 58 that is above and in front of him, and spells the letters backward, and then forward

[144] S turns to the next page and returns to

Start [100]

Start [100]

[202] Student S looks at all lower case alphabet letters 78 on page 21

[204] S closes his/her eyes and tactilely feels lower case alphabet letter 78 z, found on the top left of the first line of page 21

[206] S identifies the shape of the lower case alphabet letter 78, and makes a mind's eye image 58 of lower case alphabet letter 78

[208] S says the name of the raised lower case alphabet letter 78 out loud

[210] S keeps his/her eyes closed and moves his/her fingers right to the next raised lower case alphabet letter 78 on page 21

[212] S repeats blocks 204 to 210, until he has gained command of all 26 of the raised lower case alphabet letter 78 on page 21 [214] S turns away from page 21 and looks at the wall. S/he, with eyes open or closed, places his/her mind's eye images 58 of the raised lower case alphabet letter 78 above and in front of him/her on the wall, sequentially from z to a.

[216] S points to each mind's eye image 58 of a letter that he sees on the wall, starting at z, and names the letters he sees. S/he works sequentially from z to a. S/he continues this viewing and naming process until all 26 letters appear on the wall in the correct order and are named correctly

[218] S repeats blocks 202 to 216 for all the raised upper case alphabet letters 80 on page 21. The raised upper case alphabet letters 80 are also learned in order from Z to A.

Start [100]

[302] S looks at all of the raised punctuation mark 88 of the punctuation word/symbol 87 the structural graphic images 34, the pause point count length 84 information, the green arrows and the stop block symbols 86 on page 23

[304] S looks at the raised punctuation mark 88 of the punctuation word/symbol 87 that is nearest the left page margin on the top line of first page 23. S/he tactilely feels the raised punctuation mark 88 of the punctuation word/symbol 87 and relates it with the name of punctuation word/symbol 87 at the left margin of the line, and says the name of the punctuation word/symbol 87 out loud

[306] S looks at the upper left corner of page 23 and identifies the count of the pause point count length 84 of the punctuation word/symbol 87. S/he says, "The count is (pause point count length 84)"

[308] S moves the eyes and the movable eye marker loop 95 across the top line on page 23 from the left margin of page 23 until he hits the first raised punctuation mark 88 of the punctuation word/symbol 87

[310] S pauses, stops moving the movable eye marker loop 95, and counts out loud the duration of the pause point count length 84

[312] S moves the movable eye marker loop 95 right along the primary paper line 90 until he hits another raised punctuation mark 88 of the punctuation word/symbol 87

[314] S pauses, stops moving the movable eye marker loop 95, and counts out loud the duration of the pause point count length 84

[316]] S moves the movable eye marker loop 95 right along the primary paper line 90 until s/he hits the last raised punctuation mark 88 of the punctuation word/symbol 87 on that line

[318] S pauses, stops moving the movable eye marker loop 95, and counts out loud the duration of the pause point length count 84

[320] S moves the movable eye marker loop 95 right, along the line, until the line ends. Then S parks or connects the movable eye marker loop 95 tab 92 on the stop 93 at the left side of the page 23.



[322] S puts his/her imaginary eyes on the tips of his/her first two fingers, and moves his/her first 2 fingers up to the left margin of page 23 under the pause point count length 84, to the left of the structural graphic image 34

[324] S moves his first 2 fingers along the arrow line 82 until he hits a stop block symbol 86

[326] S stops, with his fingers touching each of the first set of stop block symbols 86, and counts out loud each pause point count length 84 (1 count per stop block symbol 86)

[328] S moves his/her fingers and imaginary eyes right along the arrow line 82 until s/he hits the next stop block symbol 86

[330] S stops with his fingers touching each of the stop block symbols 86, and counts out loud each pause point count length 84 (1 count per stop block symbol 86)

[332] S moves his/her fingers and imaginary eyes right along the arrow line 82 until s/he hits the last stop block symbol 86 on the line [334] S stops with his fingers touching each of the first s\et of stop block symbols 86, and counts out loud each pause point count length 84 (1 count per stop block symbol 86)

[336] When S can correctly stop at each stop block symbol 86 on the arrow line 82 and count the pause point length, s/he moves his/her first two fingers with his/her imaginary eyes on the tips down to the left margin of the line of the punctuation word/ symbol 87 of which s/he is gaining command

[338] S moves his first two fingers right from the left margin of the primary paper line 90 until s/he hits the first raised punctuation mark 88 of the punctuation word/symbol 87

[340] S stops silently, without counting to self, for the pause point count length 84

[342] S moves his first two fingers and imaginary eyes right to the next raised punctuation mark 88 of the punctuation word/symbol 87





[344] S stops silently, without counting to self, for the pause point length 84

[346] S moves his first two fingers and imaginary eyes right to the last raised punctuation mark 88 of the punctuation word/symbol 87

[348] S stops silently, without counting to self, for the pause point count length 84

[350] S moves his first two fingers and imaginary eyes right to the end of the primary paper line 90 and then moves down to the left margin of the next primary paper line 90

[352] When S makes all 3 stops along the primary paper line 90 with his finger tips correctly, without counting, s/he is ready to gain command of the next punctuation word/symbol 87, which is on the primary paper line 90 below the one s/he has been working

[354] S looks at the raised punctuation mark 88 of the punctuation word/symbol 87 that is nearest the left page margin on the next primary paper line 90 of page 23. S/he relates it with the name of the punctuation word/symbol 87 at the left margin of the primary paper line 90, and says the name of the punctuation word/symbol 87 out loud

[356] S repeats blocks 306-354 for each punctuation study word/symbol 30 on page 23 until s/he gains command of all punctuation word/symbol 87 on page 23

[358] S turns to the next page 23 ... and continues blocks 306-356 until s/he has command of all punctuation marks

Binding Agent 24

Hinge 18

Binder 12

FIG. 10